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MEANS OF PROFESSIONAL IMPROVEMENT.

[THE following article is taken from advance sheets of an excellent book for teachers, by Charles Northend, A. M., of New Britain, Connecticut, entitled "*The Teacher's Assistant*," which is soon to be issued from the press of Messrs. Crosby, Nichols & Company, of this city. We take pleasure in commending this book to the attention of teachers, as one well worthy of a place in their libraries.]

MY DEAR FRIEND:—

You ask me what you shall do in order to keep alive your interest in your chosen work, and at the same time better qualify yourself for your highly important and responsible duties. The mere fact of your asking for this information greatly raises you in my estimation, and confirms me in the belief that you will prove an honor and an ornament to your profession. Most cheerfully will I advise you on this subject; and, though I may not say all that might be said, I hope I may offer a few hints that will prove beneficial.

We need no arguments to prove that "knowledge is power;" it is an admitted fact in all departments. To know how to do a work just as it should be done, is worth far more than to know how to do it in a way barely passable. They who really excel in ability to communicate information, or perform a work, will have

an influence that will be truly valuable. Knowledge is wealth, — it is capital. An eminent lawyer was once consulted by a farmer in relation to a question of great importance to the latter. The question was promptly and correctly answered by the simple monosyllable, "No." "How much am I to pay you for your opinion?" said the farmer. "Ten dollars," said the counsellor. "What! ten dollars for just saying *No*?" "Ah, but you must consider that I spent much time and money, and studied many books, that I might know when to say *No*."

The negro, who prided himself on his peculiar skill as a butcher, realized that knowledge was wealth. Pompey was employed to dress a calf, — a work which he performed with remarkable skill and despatch, and for which he demanded two dollars, — just double the common price. His employer remonstrated, saying that one dollar was the usual price. "But," said Pompey, "I charge one dollar for the work, and one dollar for *the know how*!" True knowledge and practical skill will prove a mine of power and wealth to the teacher; and truly wise is every one who seeks for and improves all means for professional knowledge and growth. I will name a few of the more prominent.

Read Works on Education. — The number of works bearing directly upon the teacher's mission is, I am sorry to say, very small, and most of them of very recent origin. I would recommend that you get access to as many as possible; and from time to time, as opportunity offers and means allow, add such works to your own professional library. It may seem novel to you to have me speak of the teacher's "professional library;" and I am very sure that the idea would seem quite marvellous to many who have devoted years to the business of instruction. But can you see any good reason why a teacher should not have a library? Can you not, indeed, think of many reasons why he should have one? What would be thought of a clergyman, physician, or lawyer, who should enter upon his professional career without first securing a collection of books for general reference as bearing upon the interests of his peculiar calling? Would such a one be likely to succeed, or would he long possess any of that *esprit de corps* which ought to characterize him? The man who wishes to excel as a sculptor will make any sacrifice to learn what has been said and written in

relation to his favorite work. The artist who would prove a workman of no mean repute, will practise any amount of self-denial in order to become the possessor of volumes treating upon his employment. And if they who work on inanimate material are thus interested to increase their knowledge and skill, should they not be equally so who are called upon to fashion and develop that living material which will exist throughout the endless ages of eternity? It is sad, indeed, to reflect that so many engage in teaching who never manifest the least interest in reading. My mind now recurs to the case of two young ladies who engaged in school-keeping under very favorable circumstances. They possessed many desirable qualifications, and, at first, manifested an active interest in their work. But it was only ephemeral. Though they had access to numerous books, they were never known to peruse them. As a consequence, and a very natural one, their interest soon waned. Their first term was quite successful, because the novelty of the work enlisted their interest and efforts. They soon, however, fell into a lifeless, formal routine, and became inefficient teachers, and were obliged to abandon the work. Had they devoted a small portion of their leisure time to the perusal of educational works, their interest would have been kept alive, their zeal increased, and their minds enlarged and improved.

I rejoice that with you it is otherwise. I have long known the interest with which you have perused all works calculated to increase your general and professional knowledge. You, I know, need no urging on this point, and I will simply offer one or two hints in relation to your reading, for it is quite as important *how* you read as it is *what* you read. One person will read a valuable and instructive volume, and be none the wiser, — gaining no new ideas, receiving no impressions or hints tending to confirm or modify his former views. He reads carelessly, — without reflection and without profit. Another person will arise from the perusal of the same book with enlarged views, better plans, nobler aspirations, stronger purposes.

In reading, therefore, endeavor to obtain something from every work which will make you wiser, stronger, better. To this end, read with a discriminating, reflecting mind. So far as the book you read is sound and valuable, aim to make its general spirit and

views your own ; but do not often adopt as your own a *specific* plan or course, until you have adjusted it to existing circumstances, and proved its general adaptedness to your situation and wants. A course that may have been entirely successful with another, under peculiar circumstances, may result quite differently with you, under circumstances varying but slightly. In order that any scheme may produce precisely the same results, in different times and places, it is not only essential that its operation be under circumstances exactly similar, but also that the moving or operating power be precisely the same ;—and such a combination seldom occurs. One man, for example, may use some improved machine with entire satisfaction, and delight in its operation and success, while another may use the same machine and pronounce it worthless,—simply because in the manner of using, or of some unusual or peculiar circumstances in relation to his work, he did not understand the principles of the machine sufficiently to adjust it to existing peculiarities. Some slight change in the adjustment of some part of the machine, or in its mode of operation, might have insured its entire success. In all your reading, aim to grasp general views and principles, rather than to adopt some precise and undeviating plan ; for your success as a teacher will depend much upon your own efforts, and upon your power to impart a degree of individuality to whatever plans you may introduce.

I would not be understood to advise that all your reading be exclusively of a professional bearing. Far otherwise. Let it partake of variety, but never of that trashy and ephemeral literature which is scattered broadcast over the land. Read well-written books, that you may increase your knowledge and discipline your mind. A well-conducted newspaper may be the medium of much valuable information. I would recommend that you habitually read some good newspaper, with a view to keeping enlightened in regard to the prominent and important events and movements of the day. Read, that you may learn ; and learn, that you may teach. Every new attainment, every wise acquisition, every practical idea gained by you, will give you influence over those under your care. Therefore, read, that you may increase your ability to instruct and discipline others. Knowledge is

power;—and a power that every teacher should gain in the highest possible degree.

Be sure to subscribe for, and read, at least one educational periodical. Teachers' Journals are a modern aid. All the monthlies, now in existence, supported by teachers, and devoted to the great interests of popular education, have been established within twelve years, and most of them within five or six years. It is one of the most hopeful signs of the times, that teachers themselves are assuming the editorial charge of these journals, thus insuring a practical character. The monthly receipt and perusal of a well-conducted work of this nature will prove beneficial to you. It will bind you to your profession; it will enlighten your mind; it will cheer your heart; it will prove a valuable medium of intercommunication; and in various ways it will be of service. If you have not sufficient interest in your work to induce you to become a subscriber to one of these works, the sooner you abandon the business of teaching, the better it will be for the community. And what I say to you, I would say to all others. *No person should assume the employment of teaching, who does not possess enough of professional interest to cause him to aid in the support of a periodical devoted to the great interests of his profession.*

Be a Contributor to some Educational Journal.—Do this for your own good, and for the good of your profession, ever bearing in mind, that whatever you do for your own improvement will result in the good of your profession, and also that whatever you do for the elevation of your chosen calling will result in your personal benefit. The whole is made up of parts, and the several parts are affected by the general tone and condition of the whole. Do you say you cannot write,—that you have not accustomed yourself to it? Then I say you should commence and ascertain whether your inability is *real* or only *imaginary*. My impression is, that you will find no difficulties that you will be unable to overcome,—no obstacles that will prove insurmountable to a determined spirit. It will do you good to cope with difficulties,—strengthen you to conquer them. You owe it to yourself, no less than to your profession, to contribute something from your own mind and experience for the benefit of those laboring in the same cause.

Visit the Schools of Others. — If you will do this with the right spirit, with a desire to learn, it will prove highly beneficial. The watchful and discriminating teacher will gain some useful information, or receive some valuable hint, from every school he may visit. He will profit not only from the excellencies, but also from the errors, of others. It may be that errors exist in your school which have been formed so gradually as to have escaped your notice. Your attention is so constantly directed to two particulars, — governing and instructing, — that it would not be strange if some deviations should escape your watchful eye. When you visit the school of another, circumstances are different ; you go as a spectator ; you feel that you have no direct interest in the exercises ; you have nothing to do but to listen and observe. You will, very naturally, look for excellencies and for defects ; and from both you may derive profit, — only do not be captious. It may be that you will, on your return, see your own school in a different light, and learn that you are not above criticism. Perhaps I may be better understood by relating an instance in my own experience ; for I have visited many schools, and always with profit. I once visited the school of a friend, who enjoyed a good reputation as a successful teacher. The school was, in the main, a good one, but I noticed one habit in the spelling exercise which I considered a bad one. As the pupils spelled, they neither pronounced the syllables as they spelled them, nor the words when finished. It appeared to me a little singular, that so good a teacher should allow so bad a habit to prevail ; and I rather congratulated myself that I was more careful in my own practice. To my surprise, when I next conducted a spelling exercise in my own school, I found that precisely the same error, in kind, if not in degree, existed somewhat on the part of my pupils. From it I learned a useful lesson. Visits to the schools of others may impart many such lessons.

Teachers' Meetings and Teachers' Institutes. — You will find it much for your interest and professional improvement to attend teachers' meetings as often as opportunity offers. It will do you good to meet with those who are engaged in a similar employment, — with those who can sympathize with you. Such meetings, whether large or small, may be productive of much good. Two or three farmers, mechanics, ministers, or physicians would

probably derive mutual benefit from an hour's interview and familiar talk. So, particularly, it will be with teachers; they will either obtain new information, or become more fully confirmed in some old plan or method. But, if you would be truly benefitted by teachers' conventions, you must exercise the right spirit; and while you aim to receive some benefit and some new information from every such gathering, do not expect that everything you may hear will be new to you, or precisely adapted to your individual circumstances or wants. Remember, it is only "little by little" that we make advancement or growth in knowledge, whether of a general or professional nature. Strive constantly, and in every suitable way, to honor and elevate your chosen profession, by adding to your own personal qualifications, and thus proving yourself an intelligent, earnest, and active member. Seek to honor your calling, and not live and act as though you expected that to honor and exalt you.

Be diligent in Professional Labors. — If it is ever true in the material world, that "the hand of the diligent maketh rich," it is emphatically true that the mind is enriched and expanded by diligent application and wholesome exercise. As bodily sloth and idleness lead to destitution, want, and misery, so mental inactivity will lead to mental imbecility and unproductiveness. Persevering diligence in any work will overcome obstacles apparently insurmountable, and secure the accomplishment of the most important and surprising results. It is this that has subdued the wilderness, and caused it to be a fruitful garden. It is this that has furrowed our country with railroads, and made a safe track for the iron horse from the ocean to the mountains and valleys beyond. It is this that has sprinkled all over the surface of our country beautiful and thriving villages. It is this that has brought the luxuries of distant lands and the wealth of the ocean to contribute to our comfort and welfare. The sails that whiten our oceans; the steamers that plough our waters; the locomotives that sweep through our towns and villages, rushing through mountains, over plains, and across rivers and ravines; the wires that extend through the land and under the ocean, — all declare the power of well-directed diligence. Be ever active in all the operations and concerns pertaining to your profession, ever laboring to improve yourself, to aid others, to promote the great interests of education, and the fruits of your efforts will be neither few nor small. Your sincere friend, C.

WHAT IS EXPRESSED IN LANGUAGE.

BY PROF. J. W. GIBBS, YALE COLLEGE.

THE analysis of language, which is going on in our crowded school-rooms, is an important subject, not only to the children themselves, but also to the community, who stand in an interesting relation to these children.

Before we proceed to this analysis, however, it seems desirable that we should have a clear conception of what is expressed in language. On this last point only, I propose to offer some hints.

In language or continuous discourse we have occasion to speak of *two* kinds of notions, and *twelve* kinds of relations of these notions, and these are all. This last circumstance I wish to be noticed.

The two kinds of notions are, — notions of *existences*, or things conceived of as such, and notions of *activity* in its different forms of development. These are the opposite poles in language.

The two first relations with which we are concerned are relations of notions of activity to notions of existence; viz.: the predicative and the attributive.

The *predicative* relation is when we predicate an activity of an existence in such a way as to make one thought. We weld, as it were, the activity on to the existence.

The *attributive* relation is when we refer the activity to the existence in such a way as to make one idea, and that the idea of an existence. The activity is supposed to be already welded on to the existence.

The next relation is the relation of the existence to the activity, and is called the *objective*. In this relation the existence is referred to the activity in such a way as to make one idea, and that an idea of activity. In these three relations observe the opposite polarity of the factors.

We come now to relations of ideas of existence to the speaker.

The first of these relations is the relation of *personality*. The speaker brings all existences under three heads: (1) the person speaking, (2) the person addressed, and (3) all other existences as merely spoken of.

The second of these relations is the relation of *quantity*. Quantity is not an inherent attribute of an existence. It refers rather to our mental conceptions of it.

We come now to relations of activity to the speaker. The first of the relations is that of *modality*, — that is, whether an activity is actual or not actual, possible or not possible, necessary or not necessary. All these may be comprehended under the general term potentiality or modality.

The next relation of activity to the speaker is the familiar one of *tense* or time. The time of every activity is related directly or indirectly to the time of the speaker.

The next relation of activity to the speaker is that of *place*. The activity may be considered as having a local position or direction in relation to the speaker.

The next relation of activity to the speaker is that of *intensity*, which inheres not in the activity itself, but lies in our conception of it.

We come now to the relations of thoughts to the speaker and to other thoughts.

The relation of thought to the speaker is the *mood of assertion*, that is, whether the thought be expressed in the indicative, negative, conjunctive, conditional, interrogative, or imperative mood.

The two remaining relations are those of thoughts to other thoughts, whether in the way of *subordination*, when the two thoughts become one thought, — or in the way of *coördination*, when the propositions maintained have an independent existence.

That these relations may be subdivided, and often in a very interesting manner, follows of course.

This classification of the objects to be attained by language, is applicable alike to all languages. It depends, I am aware, on a higher abstraction than many minds are accustomed to. Notwithstanding all this, these are the ideas which are constantly floating before the mind of the school-boy, and which, under the direction of a judicious teacher, will help to form a sturdy class of deep thinkers.

VERY YOUNG CHILDREN AT SCHOOL.

THE statistics show that a large number of children are sent to school at too early an age. We sometimes hear parents object to the rule adopted by Committees, excluding all under four and, in some towns, five years of age. It is a question whether the limit should not be higher rather than lower. In some cases it is frankly acknowledged that "they are sent to school to get them out of the way," and, as this educational fever is intermittent and hebdomadal, uniformly most prevalent on Mondays, the motive may be no better where there is less frankness in its avowal. The confinement of children at so early an age must be prejudicial to the proper development of their physical powers. Action is as necessary to the health of a little child, as the atmosphere is to life. To keep a child still and unoccupied, is doing violence to its mental as well as its physical nature. In its very sports and plays, a child may be learning what are, for its age, the most important and practical lessons.

It is true, a precocious development may be secured, by a premature stimulus of the mind, carried on in advance, and to the neglect of physical and moral training. Dr. Johnson's suggestive question, "What becomes of all the clever children?" fitly indicates the value of such precocity. A few years ago, infant schools suddenly became very numerous, and little lispers astonished wondering spectators by their ready answers, from "Infant Philosophy," Physiology made easy, etc. Some thought a new era in education was about to dawn upon the world, and predicted that those precocious prattlers were the harbingers of "the good time coming." Time, however, has not verified their predictions. But the eager attempts still made in certain directions, to convert our schools into nurseries, show that some vestiges of this exploded theory still remain. The number of children under five, attending Public Schools in Massachusetts, the last year, was 12,370. It is gratifying to observe that there was a decrease for the year of 1,238.

B. G. N.

EARLY WITHDRAWMENT OF PUPILS.

THE custom of beginning too soon is nearly related to that of leaving school too early. The contagious maxim and practice of the country, "Go ahead," has become too much the motto of "Young America" at school, and boys are allowed, or compelled, to close their books, and "finish their education," when this great work ought to be regarded as just begun. In this "railroad age," impatience at the slow processes of nature is already a general characteristic of the popular mind. Children are in haste to "get through" the books and the school, to learn in one year what used to require and what ought to require several years. This premature graduation proves to many an injury, lasting as life. Not unfrequently children are permanently withdrawn from school at twelve years, and some at a still earlier age. In our manufacturing establishments, those under fifteen years are required to attend school one term of eleven weeks, and those under twelve years of age, one term of eighteen weeks, each year, as the legal condition of employment. The penalty for the violation of these provisions may be fifty dollars *for each offence*. The School Committees are required by law to prosecute for all such forfeitures. But in several of the smaller manufacturing towns in the State, this law — though universally admitted to be wise and important — is not faithfully executed. There are not a few agents, overseers, and owners of mills, who are to-day liable to the just penalty of this law. Some children are withdrawn from school at a very tender age to engage in branches of industry, not dignified with the name of manufactories, carried on in small shops or private families, such as closing shoes and braiding straw.

This early withdrawal of children has become a common as well as a serious evil. Doubtless, superficial methods of study, inflating the vanity of pupils with an over-estimate of their attainments, have tended in some measure to increase this mistaken practice. It seems to be an act of injustice to the State, as well as to the pupils themselves, to send forth a swarm of smatterers who will assume to be possessors of all knowledge, when, in fact, they

are destitute of that mental discipline which is essential to the most successful prosecution of business, or the intelligent discharge of the duties of a good citizen.

B. G. N.

THE SPORTING WORLD.

[THE following article is taken from an excellent lecture delivered before the American Institute of Instruction, at Norwich, Conn., on "Physical Development," by Prof. S. R. Calthrop, of Bridgeport, Conn., late of Trinity College, Cambridge, England.]

WE say of this world, the sporting world, so liable to abuse, and so unsparingly abused, what is true of all the worlds, and that is, that it would be well for mankind if they were to bestow a little thought upon the demands of this, as well as of the other worlds; and not be content to ignore wholly a thing, the value of which they do not understand;—how the sporting world has witnessed, does witness, and will forever witness for a fact in Human Nature, which no amount of pressure will ever squeeze out of Human Nature, and that is, the necessity which human beings feel for amusement, and for open air exercise,—not exercise merely, but hearty, joyous, blood-stirring exercise, with a good amount of pleasant emulation in it.

This, then, is what cricket and boating, battledore and archery, shinney and skating, fishing, hunting, shooting, and base-ball mean, namely, that there is a joyous spontaneity in human beings; and thus Nature, by means of the sporting world, by means of a great number of very imperfect, undignified, and sometimes quite disreputable mouthpieces, is perpetually striving to say something deserving of far nobler and clearer utterance; something which statesmen, lawgivers, preachers, and educators would do well to lay to heart. My children, she would say, are not intended to be made working machines; they have capacities for joy, for spontaneous action, for doing some pleasant thing for the mere sake of doing it, without any regard to gain or profit, whether it be of money or anything else; and by obeying my dictates, they will find riches which they never sought for, will obtain gifts they never asked.

Why, a fast young man at an English University too often learns no good thing there, except to play a capital game at cricket, have a good seat upon a horse, pull an oar till he drops, and to have a general belief in the omnipotence of pluck! And I can tell you that is no bad education, too, as far as it goes. I am perfectly well aware that fast young men too often learn other and worse things than these, — learn to drink, and swear, and debauch, and to spend as fast as possible, in riotous living, the manhood and strength which God has given them. But this I know and publicly declare, that it is this love of manly sports which keeps the fast young men of England from utter corruption and decay. Such men, renowned in their school and college days as good cricketers, oarsmen, or riders, were the men that made Alma, Inkermann, and Balaklava possible; who have just done battle at fearful odds on the burning plains of India, on behalf of helpless women and slaughtered babies; and those whom their strong right arm could not save, it was able to avenge! The iron endurance which they had gained in many a bloodless contest, stood them in good stead there, when all their manhood was needed, if ever it was; and over those that nobly died there, methinks I can see the Genius of England weep bitter tears, and thus speak with deep self-reproach: — “Ah! sons of mine! loved and early lost! ye whom I could not teach, whom no one in all my broad lands could teach how to unite the virtuous, wise, and holy soul, together with the soul joyous and free! Alas! for me, that ye had to die before I could know how noble ye were! that your cold bodies, fallen on the field, wounds all in front, and none behind, would be so many poor dumb mouths to tell me of the untold wealth which I have in my children, those very ones who too often are nought but shame and grief to me!” Dear, noble old England! if God will teach her this wisdom, her old heart will beat on bravely for a thousand years to come.

The preponderance of the animal, the bodily element, produces fast young men; and fast young men, and boys tending to become such, are the problem of society, the terror of the peace-loving, money-making world, and the scandal of the educator, as he himself feels well enough his own impotence in dealing with them.

I have seen many an educator who has felt that he ought to get at these young rebellious forces, but who does not know the way, and

despairingly wonders why he cannot do so. Friend ! I would say, no man can influence another, unless he has something akin to him. What do you think gives these blacklegs, men of not a tithe of your force and talent, such power over them ? Why, it is community of nature, interests in common. But what interests have you in common with a fast young man ? You know nothing that he knows, you admire nothing that he admires ; and until you do really get a community of interest with him, you will be wide asunder as the poles, and the fast young man will remain, as he has hitherto remained, the one disgraceful problem which modern education cannot solve.

If an educator or college tutor wishes to influence this class of his scholars, or if a clergyman wishes to gain the souls of this part of his congregation, the one most difficult to deal with, let him join with them in some manly game, and let him assuredly know that whatever true manhood he has will stand him in good stead, and nothing else ; nothing but real vital religion, real nobleness of character, will be of any use in the cricket-field or the row-boat ; and this will hold its own here as well as elsewhere.

Once, then, establish a community of interest on any one subject with young men, and you open to yourself a door by which all good may enter. Nature, dear friends, makes nothing in vain, and it is of such infinite importance that strength of limb, readiness of eye and hand, physical vigor, in short, should be transmitted from generation to generation, that she keeps producing fast young men in spite of the thousand excesses which they commit, and will do so, until the ablest and wisest human minds take the matter in hand, and see to it that this part of Human Nature has its proper and legitimate food, guided by mind, thought, and reverence, instead of being allowed to run riot in all manner of wantonness.

The sporting world, then, with its manly games and manly sports, gives us the means which are needed by the community at large for physical education ; and the future educators of the country must be taught to love these manly games at school and at college, and then they will be able to disseminate them ; whereas, at present, educators in this country are almost entirely ignorant of any manly games whatever. " But are not these games very dangerous ? " asks a careful mamma ; " do n't you find that boys get hurt

very much by them ? I have heard of some one who got his teeth knocked down his throat by them. Somebody else got his head hurt at shinney, and so that was put a stop to, I believe, at Mr. ———'s school." Such mammas, doubtless, put into the hands of their children some good little book, with a narration of this sort. Little Johnny was told by his mamma not to climb trees. He was a good boy, and generally obedient. But one day he was in the garden of one of his school-fellows, who asked him to climb a cherry tree ; he forgot his mother's command, and went up ; but after he had climbed nearly to the top, his foot slipped, and down he tumbled through the branches on to the ground. He cried very much, and could not move, so they had to put him upon a shutter and carry him home. The doctor found that his leg was broken ; the pain was dreadful when he had it set, etc., etc., etc. ; the drama ending by Johnny throwing his arms round his mother's neck, and declaring that if he ever got well, he would never disobey his dear, dear mother any more !

The good people who write these edifying stories never seem to think whether it was wise for mamma to forbid Johnny to climb a tree. Monkeys are never forbidden to do so, and I seldom hear anything of their falling off. Poor people's children climb trees, and there does not seem to be an extraordinary increase of juvenile mortality on this account. What should you say if some hard-hearted person, myself for instance, were to say to the dear mother of little Johnny : — " Dear Madam, you yourself, I grieve to say, were the cause of Johnny's accident ; you have habitually prevented him from doing anything which would quicken his perceptions and strengthen his limbs. He must not soil his pinafore, he must not get his hands dirty, and above all he must not play at any games which make his hair untidy, or tear his clothes. In fact, you have forbidden him to do precisely those things which Nature prompted him to do. He has generally been very obedient, you say, and therefore his bodily powers have become weaker instead of stronger. Well, the temptation came, the unused and untrustworthy limbs were summoned to act, his consciousness of doing wrong enfeebled him still further, and made them still more nervous. He went up the tree, and the natural consequence was that he fell."

This, in substance, is the answer to all questions of this class.

I have played at cricket or shinney, or boated, since I was nine years old. During the last three years and a half, I have played at one or the other almost every day. I have played at shinney, or hockey, as we call it, all through the winter, through snow a foot deep, and when the thermometer was below zero; I have played at cricket in summer, with the thermometer at 90, and I have never yet seen one serious accident. The fact is, that I have a theory that Nature loves young men and boys, and loves to aid them in their sports. She sends her ice and snow to educate them and make them hardy, while we are sitting by the stove and abusing the weather. She won't let them be hurt half as much by a blow or a fall as older people who do not love her half as well. She breaks the young one's fall, and herself puts the plaster on his little fingers. She is delighted at every conquest that these young children of hers make over herself; just like some big boxer, she stands, who is teaching his boy to box. He feints and threatens and looks big, but who so pleased as he when the young one gets in his one, two?

Again, the danger is little or nothing to the daring and courageous. The fellow that is n't afraid of the ball, is scarcely ever hurt. He defends himself with eye and hand. The coward is the one most likely to get hurt. I think that there is just enough risk in these games to engender a manly contempt for pain, and a bold handling of a danger. If the cricket ball were a soft affair it would be a game for babies, not boys.

Let us then take a hint from the sporting world, and turn to the use of the many that which has formed the only redeeming feature of a few. The good that these manly games do, should not be confined to a small class, but should be diffused among the whole community, for the sporting world has something to say to all of us. It rouses the scholar from his desk, shakes him, and tells him that much study is a weariness to the flesh, and that the fields are alive with song. Out then he must come, and leave his musty books.

It comes to the business man in the crowded city, and babbles of green fields; nudges Mr. Sparrowgrass with its elbow, and tells him to take Mrs. S. and the children into the country.

It comes to Mr. Fezziwig, at Christmas-time, and tells him to

let the young men in his shop have a jolly time of it ; put by their work ; listen to the fiddle, and join the dance.

Aye ; and the dream of those half-forgotten days comes over Scrooge, the miserly, miserable Scrooge, and wakes up something like a soul in him.

It comes to Colonel Newcome, and bids him go to Charter House School, and take his boy out for a holiday.

This same spirit came to the ancient Greek in drama, dance, and game, and with him was set to music, and consecrated to the gods, — to Apollo the ever young, to Pallas the wise, to Bacchus the joy-giver.

It came to the stern old Roman with his Saturnalia, when for once in all the year the slave and the plebeian might speak their minds without fear.

It came to the dark-eyed Hebrew with his feasts of tabernacles, his feast of the harvest and the vintage ; and over his joyance a sacred shadow rested, as of One who was over these things, who both made and consecrated the joy.

Spirit of joy ! Wide as the world ! Offspring of heaven ! that descendest with airs redolent of thy native home, and comest to give to the toil-worn brickmakers of the earth a little rest ! Forgive us, foolish dwellers in the clay, if oftentimes we take thy festal garlands and drag them in the mire ! drunk with the wine of thy pleasures, we turn thy gifts to ashes and to mourning. Come, thou, nevertheless, and stay not, turn not away for our folly ; come with thy love-light and smile-light, and make the whole earth green with thy summer of delight.

THE COMBINATIONS *EI* AND *IE*.

WITHIN a year or two, a paragraph has been published in one or more Boston newspapers, purporting to give rules for determining when *e* should precede *i*, and *vice versa*. It was stated that *ei* is used when preceded by an *s* sound, (*c* soft or *s*), and at the beginning of a word, while in other cases *ie* is used. The impossibility of

framing any general rule, * based upon such principles, is readily seen by comparing such words as *financier* and *preconceive*, *shield* and *sheik*, *liege* and *leisure*, *lie* and *sleight*, *priest* and *reigle*, *siege* and *seize*, *tier* and *teil*, *wield* and *weird*, and the like, where *ie* and *ei* have the same sound, and are preceded by the same letters. The following facts have been developed by a more extended examination of the subject, taking as a basis Webster's New Academic Dictionary. A few words which introduce new relations of letters, and some terms used in the arts and sciences, have been taken from the larger work, but all obsolete words have been avoided.

Looking merely at orthography, without reference to pronunciation or derivation, it is found that *ie* is preceded by every letter of the alphabet except *e*, *i*, *j*, and *q*; while *ei* is preceded by every consonant except *j*, *q*, *x*, and *y*. There seems, also, to be no ground for any distinction based upon the letters following these combinations, for such words as *field* and *ceil*, *mien* and *seine*, *shriek* and *sheik*, *frieze* and *seize*, *achieve* and *deceive*, immediately present themselves, and it is found that no consonant is placed after *ei* which is not also placed after *ie*, and only three (*b*, *c*, and *w*) follow *ie* which do not also follow *ei*. The consonants *h*, *j*, *q*, *x*, and *y*, do not immediately follow either *ei* or *ie*.

Of the words containing the combination *ie*, which are found in the dictionary above named, nearly one hundred are nouns and adjectives derived from words ending in *y*, such as *multiplier*, *sun-dries*, *salaried*, *twentieth*, etc. Without including these, or any of the numerous grammatical forms arising from the inflection of different parts of speech ending in *y*, the words of our language containing *ie* are still about twice as numerous as those containing *ei*. The use of the termination *ie* for names of persons has of late become very common, but proper names do not come within the scope of this article.

The following table contains all the common words in which the diphthong *ei* occurs, arranged according to their pronunciation.

* Several rules, covering a portion of the ground, are true, such as the following, from Swan's and Worcester's Spelling-Books: The termination *eive* is used after the letter *c*, but after any other consonant it is spelled *ieve*. "When the sound of *e* long immediately follows *c*, it is represented by *ei* and not by *ie*, except in the word *financier*." *Superficies*, and, if we adopt Webster's marking, *glacier* and *species*, are also exceptions to the latter rule.

The list of scientific terms in the second column might readily be enlarged. Where several words are derived from a common English root, in most cases one word only has been selected as a representative of the family; and the number of kindred words found in the work referred to is indicated by the figures placed after that word.

SOUND OF E LONG.

Either,
Obeisance, (2)
Conceive, (14)
Deceive, (8)
Perceive, (4)
Receive, (4)
Ceiling, (2)
Sheik,
Leisure, (2)
Neither,
Reigle,
Seignior, (4)
Seine,
Seize, (11)
Teil,
Inveigle, (3)
Weir,
Weird,
Hygeian.

SOUND OF E SHORT.

Corbeil,
Heifer,
Mullein,
Foreign, (3)
Treillage,
Nonpareil.

SOUND OF I LONG.

Eider, (3)
Height, (2)
Sleight,
Gneiss,
Kaleidoscope,
Ophicleide,
Paraleipsis,
Meiosis,
Oneirocritical,
Zollverein,
Lammergeir,
Deipnosophist,
Deinotherium,
Teinoscope,
Meionite,
Peirastic,
Peirameter,
Seismometer,
Eisenrahm.

SOUND OF I SHORT.

Forfeit, (3)
Surfeit, (2)
Counterfeit, (2)
Sovereign, (3)
(Teint).

SOUND OF A LONG.

Eigh,
Eight, (10)
Deign,
Madeira,
Feign, (5)
Feint,
Heinous,
Skein,
Sleid,
Sleigh, (2)
Neigh,
Neighbor, (5)
Freight, (2)
Reign, (2)
Rein, (2)
Reindeer,
Reins,
Inveigh, (2)
Veil, (2)
Vein, (5)
Weigh, (14)

SOUND OF A IN CARE.

Heir, (9)
Their.

To make the list complete, the following words might be added, wherein *e* and *i* are pronounced separately:—*plebeian*,² *pleiad*,³ *being*,² *albeit*, *deity*,¹² *theism*,¹³ *theine*,² *gein*, *zein*, *nucleiform*, *cuneiform*, *spontaneity*, *diaphneity*, *corporeity*, *Eneid*, *ner Reid*, *reimburse*,² *reinstate*, *reinstall*, *reinsert*, *reinsure*,² *reinvest*,² *reinvigorate*, *reissue*, *reiterate*, etc. The French words *enceinte*, *reveille*, and *surveillance*, are also in use.

It will be seen that those words in which *ei* has the long sound of *i* are almost exclusively scientific terms, coming directly from the Greek or German.* *Hight* is now commonly used for *height*, in many portions of this country. The *e* in *sleight* is convenient

* Surnames of German origin, in which *ei* has the long sound of *i*, are common in some parts of this country.

to distinguish it from another word having the same sound. Some persons would prefer to see *either* and *neither* in the second column, but we see no good reason why they should be separated from the more purely English words among which they are placed. If any such change is to be made, we should prefer to see *eider* — and possibly *gneiss* — put in the first column. As *ei* represents five or six distinct sounds, it is not surprising that other words, such as *obeisance*, *leisure*, *foreign*, *mullein*, and *Madeira*, sometimes receive a different pronunciation from that indicated by the above classification.

The above table also shows that there are only five sets of English words in which *ei* is preceded by *c*, and four of these are from one Latin root, while the other, *ceil*, seems related to *ciel* in other languages. These words appear in many forms, however, and are in constant use, hence it is not strange that they have received special attention. In the words *financier* and *glacier*,* *cie* is pronounced like *cei*. In other cases where *c* is followed by *ie* it takes the sound of *sh*, excepting the words *society*, *science*, and *inscience*, in which *i* and *e* are pronounced separately. Derivatives of English words ending in *y* are excluded throughout this article.

In the following words, the diphthong *ie* has the long sound of *e*.

Biestings,	Piece, (10)	Glacier,
Bier,	Pier, (3)	Financier,
Species, (2)	Pierce, (5)	Brigadier,
Superficies,	Sympiesometer,	Grenadier,
Fief,	Grief, (6)	Cashier,
Field, (6)	Brief, (4)	Cavalier, (3)
Fiend, (4)	Reprieve,	Chandelier,
Fierce, (3)	Retrieve, (6)	Chevalier,
Chief, (6)	Shrievality,	Cordelier,
Achieve, (4)	Shriek,	Gondolier,
Shield, (2)	Priest, (9)	Bucanier,
Thief, (6)	Frieze,	Cannonier,
Kiefekil,	Series,	Vernier,
Lief, (2)	Siege,	Croupier,
Liege,	Tier,	Arquebusier,
Believe, (11)	Tierce,	Cuirassier,
Relieve, (4)	Wield, (6)	Frontier,
Mien,	Yield, (5)	Brevier,
Niece,		Monsieur.

The third column is composed of words taken from the French, in some of which *eer* is sometimes substituted for *ier*. There are many other words of our language terminating in *ier*, which are

* Some orthoëpists separate *i* and *e* in *glacier*, giving each the sound of *e*.

differently pronounced. Part of them are given in the next table, but in the words *rapier*, *barrier*, *harrier*, *terrier*, *furrier*, *courier*, *clavier*, and *brier*, as well as those derived from English words ending in *y*, the vowels *i* and *e* are separated in pronunciation.

The monosyllables *die*, *fie*, *hie*, *kie*, *lie*, *pie*, *pid*, *tie*, *vie*, and their compounds, are the only words in which the diphthong *ie* has the long sound of *i*, unless we except *piebald*. *Ei* takes the long sound of *a* more frequently than any other, perhaps; but *ie* never has that sound. If the syllable containing it is accented, *ie* is usually pronounced like *e* long; but if unaccented, its vowel sound is generally short or obscure, and it frequently modifies the sound of the preceding consonant. *Glacier*, *frontier*, *vernier*, and one or two other words of that class, now have the accent thrown on the first syllable without changing the sound of *ie*. Considering monosyllables as accented, *sieve* and *friend* are, however, the most notable exceptions. *Tierce* is also sometimes pronounced like *terse*. *Species* is marked by Worcester in accordance with this law, but Webster gives *ies* in both *species* and *superficies* the sound of *es* final in Latin. When it *ends* a syllable, *ie* takes the sound of *i* or *y* in the same situation, the final *e* being silent.

In the following words, *ie* receives a short vowel sound :

Specie,	Calefacient,	Brasier,
Laddie,	Rubefacient,	Osier,
Bailie,	Deficient, (4)	Hosier, (2)
Kelpie,	Efficient, 7	Hoosier,
Aerie,	Coefficient,	Crosier
Menagerie,	Proficient, (3)	Glazier,
Prairie, (2)	Perficient,	Grazier,
Reverie,	Sufficient, (5)	Vizier,
Jalousie,	Ancient, (5)	Soldier, (6)
Sheltie,	Conscience,	Clothier,
Sortie,	Nescience,	Collier, (2)
Ecurie,	Prescience, (2)	Espalier,
Coterie,	Omniscience, (3)	Premier, (2)
Orgies,	Transient, (3)	Pannier,
Obsequies,	Patient, (6)	Courtier,
Exequies,	Sentient, (2)	Pavier,
Kerschief, (2)	Consentient,	Alien, (10)
Mischief, (5)	Dissentient,	Emollient, (2)
Sieve,	Discutient,	Convenient, (7)
Friend, (8)	Percutient,	Intervient,
View, (8)	Quotient,	Prevenient,
Lieu, (4)		Supervient,
		Spaniel.

The words of our language which now end in *ie* are mostly of

French or Scotch origin, and correspond in pronunciation with English words ending in *y*. One or two of those from the French still retain the final accent and sound of *e* long. The second of the above columns is composed of words in which *ien* is preceded by *c*, *s*, or *t*, having the sound of *sh*. The next seven words end in *ier* preceded by *s* or *z*, having the sound of *zh*. In the remaining words of the third column, *i* seems to take the initial sound of *y*, and thus perform the office of a consonant, while *e* takes its short vowel sound. In one sense, then, they are separately pronounced, but *i* never assumes such a character unless it is followed by *e*, or some other vowel. When *ie* is preceded by the sound of *s* or *z*, these two pronunciations (*sh* or *zh*, and *s-y* or *z-y*) closely resemble each other. *Vizier* is the only such word which is marked with the sound of *y*, and that can hardly be spoken hurriedly without producing *vizher*. If *transient* were pronounced *trans'yent*, it might easily become "*tran'shent*;" and the same is true of *ancient*, *sentient*,* *glazier*, and all other words of that class. In *soldier*, the sounds of *d* and *i* (or *y*) combine and produce "*sol'jer*."

When *ie* occurs in other words than those already named, the *i* and *e* are separately pronounced. This is also true of *prescience*, and perhaps *prevenient* and *supervient*, which are included in the above list. The marking of the dictionary requires that *Aries*, *congeries*, *hygiene*, *lien*, and *medieval* should not be classed with *series*, *superficies*, *liege*, etc., and that *lenient*, *salient*, and *obedient* should not be pronounced like *convenient*, *emollient*, and *soldier*. The number of words in which *i* and *e* each receive a distinct vowel sound is about seventy-five, including, in addition to those already mentioned, *ubiquity*, *ambient*, *diet*, *gradient*, *fiery*, *hierarch*, *archiepiscopal*, *client*, *rescience*, *samuel*, *sawies*, *moiety*, *piety*, *recipient*, *variety*, *experience*, *satiety*, *antimetic*, *quiet*, *subservient*, *wiery*, *anxiety*, and other similar words.

D. W. H.

* The immediate transition from *sent'yent* would be to *sen'chent*, as in the words *Christian* and *question*; but, in all cases where *t* is followed by *ien*, it loses its own sound and assumes that of *s*. The word *courtier* retains the true sound of *t*.

THE MATERIALISM OF THE AGE A HINDRANCE TO INTELLECTUAL DEVELOPMENT.

THE term Materialism we shall consider at this time not in its restricted sense, as applied to German philosophy, but in its more obvious and general signification.

We shall seek first to discern the character of America with reference to materialism.

Our nation has a universal reputation for activity, practicality, and material prosperity. It is distinguished by a flourishing agriculture, and a commerce of unrivalled growth. Cities are springing into life on every side. It has extensive means for rapid communication by steamer, railroad, and the telegraph. Its inventions are unexcelled in number and aptness, and render industrial enterprises every day more speedy and profitable in their operations. Proud of these advantages, the national heart leaps and well nigh bursts with exultation.

The truth, that America furnishes to the world inventions rather than discoveries, that she deals with facts more than theories, with theories chiefly in their practical bearings, is not without grave import in the consideration of this subject.

It is evident that, by these constant and manifold relations with the outer world, surpassing facilities are afforded for the collection of facts pertaining to oceanic and atmospheric phenomena, to geology, botany, zoology, and ethnography. America has at her command vast store-houses from which to draw nourishment for the ever increasing flame of science.

Another inestimable advantage, resulting in part from this general activity, is, that all the people are furnished with employment, and, partaking of the material prosperity, have the means of satisfying, in some measure, the desire for information. This desire is stimulated as well as partially satisfied by the common school, the daily press, and large numbers of books which are continually published. The last two of these means owe, in a great degree, their extensive diffusion to the national characteristics already mentioned, to our activity and material advancement.

The view we have taken presents only that which is fair and promising; but let us penetrate the surface, and examine the character of the people, as revealed in individual life.

Men rush into business, and strain every energy in the pursuit of money. Yet the very motive which actuates many, if not all, in this, likewise prompts them to spend with lavish hand, rather than to hoard their wealth. Young men eagerly leave school to participate in the exciting struggle. How do they spend their leisure hours? Alas! too seldom are they devoted to mental acquisitions and the enjoyments of knowledge. But the whole community, we remember, is not engaged in business. Retired millionaires, too often, present a saddening picture of restless discontent. When there is no further call to *add* to their *riches*, they bestow their energies almost entirely upon their ease. There are many of another class, whose hands and minds are taxed chiefly with personal adornments, piano-playing, social entertainments, and other similar engagements. One and almost all, instead of seeking by these pursuits to cultivate taste, to call forth and strengthen the mental powers, and to perform the allotted part in the complicated task of benefiting mankind, are impelled by a baneful love of *display*. This is one of the greatest motive-powers of American society. People judge of each other's worth by the dress, equipage, and style of living, by their real or feigned possessions. The spirit of the people is almost *wholly* directed to that which is outward. Here lies the essence of the materialism of our age. The earnest pursuit of business and the other employments we have named, would be commendable, if they were made subservient to the higher and intellectual and moral improvement. But now, ambition for position and influence, and devotion to the tangible, infect each hour and rank, each age and sex.

Why does this practical and material tendency characterize our land of liberty?

Much has been justly attributed to the newness of the country, presenting, more especially in former years, many obstacles which must be overcome; also, to an unrivalled fertility of soil and great commercial advantages, both of which invite to labor.

But why this craving for wealth, not to be hoarded but profusely spent? This question has been answered from European

shores. We can but agree with that opinion, that the cause lies originally in our *democracy*. We have no *hereditary* rank; position, therefore, must depend upon some other foundation, and property has become the basis. There is some justice in making this the criterion, for generally the men of most talent and greatest diligence in business are rewarded with success. Yet it is far from being wholly *right*, because so many are wealthy who are neither great nor good, and multitudes of noble intellect and heart never acquire riches.

Its consequences are most disastrous. Its tendency is to lead men to sacrifice intellectual development, social enjoyments, truth, and virtue, to the vain idols, wealth and show. There results from it, also, though less directly, the overweening attachment to the tangible of which we have spoken. This principle of estimating worth by property with all its train of consequences, being once firmly rooted in our national character, has extended its influence and perpetuated itself in various ways.

What effect has the materialism of the age upon the just growth of intellect?

We acknowledge that business in itself furnishes many opportunities for education. These are, by no means, confined to the studio and schoolroom. The farmer, mechanic, and merchant, are stimulated to habits of close observation and the exercise of reason and judgment. Yet all this is in spite of the *essence* of our materialism, which makes, not intellectual and moral advancement, but wealth and rank, the aim of life. Now, it follows that our outward prosperity far exceeds our intellectual progress, because that which is supremely desired and earnestly striven for is generally obtained. It would be well for Americans, who are prone to think so highly of facts and things, in comparison with truths and theories, to remember that "Science is the Inventress of the Arts." America is supplied by Europe with theories and scientific discoveries, and so provided with the knowledge necessary for improvement in agriculture and manufactures, navigation and inventions. Can not this country view in the stagnant fate of China, since she lost the sciences, what might be hers, but for European aid?

As a people, Americans are greatly indisposed by their peculiar life for patient and rigid reflection. Hence, they demand of authors

and orators that which is striking and new rather than deep. A thousand copies of the latest romance glide from the bookseller's shelf sooner than one which contains the fruits of learned research. It is not strange that metaphysics are almost wholly neglected. No wonder that we are accused of having no literature. No wonder that Fancy droops her wing and gasps for breath, or seeks more genial climes where she may freely soar. We rejoice that we have, notwithstanding, some noble spirits, who, impelled by ardent love of knowledge, search out and penetrate the intricate hiding-places of Truth, and triumphantly lead forth the chaste queen, radiant with loveliness. How many such brilliant stars might illumine this western sky, if lack of pecuniary encouragement and public favor, and, more than all, if an overpowering weight of example did not so strongly resist their progress.

O that this loved country might be freed from her withering blight, that she might feel that truth and righteousness alone are real, substantial, and satisfying. Where is there a place to touch, to change the motive-spring of the nation? There are various ones where effort may be hopefully expended. But is there a better than in the common-school? Let teachers, then, be faithful. Rejoice at the rich opportunities granted you, all you who guide young and trusting minds. Fail not to impress them with the vast and incomparable worth of the soul. Instil the desire to *be* rather than to seem. Earnestly long and pray to behold them inspired with love for truth, virtue, and beauty, not chiefly of form or color, but that higher type, the beauty of holiness, whose appeal is directly to the soul. Let each human being know, that, of these treasures, there are exhaustless stores open for his possession. They are not exclusively bestowed upon the professed student; but a bountiful Creator has given to each one of us infinitely more than he appropriates. A mind that longs to satisfy its ceaseless cravings from the pure fountains of eternal truth, need not separate itself from any of the duties of life. For wherever he may be, God's works of nature and providence surround him. In them all, truth and beauty of fitness and design must dwell. Either they stand forth in bold relief, or are coyly hidden where only invigorating search can penetrate, embosomed in snow-flake, flower, and bird, and in the varying scenes of human life. When-

ever found, this longing spirit readily assimilates them and grows thereby.

May we not confidently trust that our nation's spirit shall be imbued with these just principles. When that wished for day arrives, *then* science, literature, and art, will spring forth with an elastic, bounding step. They will be so assisted by our material improvements, so strengthened by our liberty, — above all, so protected from abuse, and sanctified by a pure christianity, that the glory which has but glimmered in other countries shall flood our joyous land.

A. L. B.

Mathematical.

No. 13. — How much water will a tub, 3 feet in diameter and 4 feet at the top hold, when sitting on a plane, the inclination of which is 48° ? Q.

Resident Editor's Department.

AMERICAN INSTITUTE OF INSTRUCTION.

THIRTIETH ANNUAL MEETING. NEW BEDFORD, TUESDAY, AUGUST 23.

(REPORTED FOR THE "TEACHER," BY H. E. ROCKWELL, ESQ.)

THE AMERICAN INSTITUTE OF INSTRUCTION commenced its annual sessions at the City Hall. The President, Hon. John D. Philbrick, called the meeting to order. Rev. M. Craig, of this city, invoked the Divine blessing. The records of the last meeting of the Institute, held at Norwich, Conn., were read by the Secretary, Benj. W. Putnam, and approved.

The Institute was then addressed by His Honor, Mayor Nye, as follows :

Mr. President : — To me has been assigned the pleasant duty of bidding you, and through you the American Institute of Instruction, on behalf of the City Government and my fellow citizens, a cordial and hearty welcome. I desire, on behalf of those I represent, to thank the Board of Directors for the honor conferred in designating the City of New Bedford as the place for holding this, the thirtieth annual meeting of the Institute. The great work of Popular Education, for the advancement of which this organization was formed, also received the early attention of our citizens, and continues to be cherished with unabated interest. In this connection

it may be proper for me to state a fact, which at this time is particularly interesting, in view of the recent legislation of the State. As early as the year 1824, or 5, our Public Schools were established; the great disadvantages of the district system were early seen. About twenty years ago, the system was abolished, and the *town* and the *town's committee* placed in charge of the Schools; thus did the town of New Bedford anticipate by more than twenty years the recent action of the General Court. The superiority of female teachers for the younger classes of children was early determined, and, soon after the abolition of the district system, a change in the general arrangement of the schools was made, by which a much larger proportion of female teachers was introduced. The principle has always been acted upon, and at this time about one hundred teachers are employed by the city, about ninety of them are females. As an auxiliary to our Free School System, the city of New Bedford, I believe, may justly claim having established the first Free Public Library in the State, from which books were delivered. Be assured, sir, it is the desire of our citizens to make your stay pleasant and agreeable, while, at the same time, they anticipate for themselves much pleasure and profitable instruction. Allow me again to renew to the members of the Institute, on behalf of my fellow citizens, a cordial and hearty welcome.

Mr. Philbrick replied to this address, thanking the Mayor for his welcome to the Institute, which, he said, had come here to accomplish no private ends, but for a great public cause; not merely to enjoy a holiday, but to benefit and to be benefited. He trusted the exercises would be such that the citizens of New Bedford would feel that they had received an equivalent for the pains, expense, and trouble incurred.

Addressing the Institute, he said that its progress for the thirty years of its existence had been onward and upward, and it now stood upon an eminence from which it could survey the past, from its earliest history. He alluded to the great changes which had taken place since 1830, in the means of education, and congratulated the Institute on the part it had taken in facilitating this progress. It was assembled under encouraging and gratifying auspices. He hoped that every one present would exert himself to bring about a successful result. In conclusion, he stated his intention of declining a re-election to the office of President.

George B. Emerson, LL. D., was then introduced to the audience, and delivered a lecture on "The Forest and the Garden."

The lecturer commenced by referring to the influence of noble trees and forests on man, and the interest which had always been felt in them by great men.

The forest was then considered as a remedy for the evils peculiar to the teacher's work. The teacher's life was sedentary, and he needed exercise. It was one of care, and he needed relief; of monotony, and he needed variety. And these would be afforded by cultivating an acquaintance with the forest. It would also develop and improve the feeling of the beautiful. The forest afforded a means of cultivating manly habits, such as characterized the great nations of antiquity. Gymnastics were always considered essential among these nations. Plato was not only the greatest thinker, but the best wrestler in Athens. Aristotle taught Alexander not only how to govern well, but also to descend and mount again a chariot in rapid motion.

The speaker then beautifully described the characteristics of the forest — the differences of trees individually and in masses, and their effect on the landscape. The climbing plants have also their own peculiar beauties of figure and foliage. In the spring every tree has its own shade of green, which changes day by day, through summer and autumn. The branches and trunks have also traits of color and form peculiar to themselves.

The forest is also interesting in regard to its effect on climate and soil. Trees act so as to make a climate milder, and they fertilize the soil beneath them by the decay of their leaves and trunks. The climate of New England had been essentially modified by the clearing of its forests.

[To be concluded in the next number.]

TEACHERS' MEETINGS.

THE NATIONAL TEACHER'S CONVENTION was held at Washington, D. C., on August 10th, 11th, and 12th. We have conversed with several teachers who attended these meetings, and have read some reports in Washington, Baltimore, and New York papers. It appears that the convention was attended by less than two hundred teachers, mostly ladies; that the discussions were quite interesting, yet less so than the communications about schools made by teachers from several States; that some of the addresses made and papers read were very valuable; and that the unbusiness-like method of procedure of the convention rather tended to kill time than to save it. The Association visited the Executive Mansion, and had the honor of seeing the chief magistrate of our nation; while President Buchanan, in response, attended one of the meetings of the convention, and remained there for some time, listening to the proceedings with much apparent interest. The delegates visited Mount Vernon, and inspected the National Observatory. They also voted to establish a school journal, to be called the "National Teacher," the annual subscription price of which is to be 50 cents if monthly, or \$1.00 if semi-monthly; and they finally amended the vote, by leaving the matter to the discretion of a committee. The next meeting will be held at Madison, Wis., in 1860. Important measures have been initiated during this session, which will doubtless lead to useful results. It is to be hoped that the city of Washington, with her miserable school-houses, and seven thousand neglected children, will have learned a lesson which will teach her to give more practical attention to the cause of education than hitherto has been done.

THE meeting of the WISCONSIN TEACHERS' ASSOCIATION took place at Madison, on July 26th, in connection with the anniversary exercises of Wisconsin University. Hon. Henry Barnard being about to enter upon his duties in the State, and to deliver his inaugural at this time, was the occasion that this time was chosen for the Association. The address, of which we have seen thus far only extracts, must have been excellent. We copy but a small part of a report from the "*Illinois Teacher* :

"Mr. Barnard then set forth the necessity of universal education. Depicting

vividly the abuses and evils in society, he spoke of a thorough, sound education as the remedy. Nothing else could be the remedy. The question was, 'How is this education to be secured?' It would not do to rely on the voluntary principle.

"Individuals might thus be educated; but a whole community never would except under some form of associated effort. The true reliance is a public system, in which all parts are connected. He spoke of Wisconsin as a field for public instruction. Any successful system must not be a servile copy from some locality where it may already have been a success: it must have peculiar modifications to adapt it to the people of the State. Wisconsin has a mixed population. Taking advantage of the excellencies of each class, a higher development may be secured than if the highest known system of social order were taken as a pattern and blindly copied. The German element was especially named. The high cultivation of German scholars; the multitude of those speaking the tongue; the fact that Germany had a thorough system of German schools, Latin schools, and Universities, long before any other country, and really preceded New England by a century in systematic public instruction, were among the reasons urged for giving the German language a prominent place in our colleges and high schools—in fact, the *most* prominent. He would have equal facilities for the education of both sexes, though he did not think the present system of American colleges well adapted to training women: he hoped to see something better, however. He spoke of his personal relation to the Educational System of Wisconsin. He was to act as Chancellor of the University and Agent of the Normal School Regents. The latter was the great cause why he came. He alluded to his general labors, to his efforts to build up agencies to prepare and improve professional teachers. We must elevate education by improving the *local* schools. The *best possible* schools must be had at home. The district, the village, the high school, must do the great part of the work, and the *FAMILY* even more must train in morality and virtue. The speaker hoped to arouse a new feeling in the State in regard to *family* responsibility. Without the *local* training, the college and the university would only make cold intellectual men—good schoolmasters, not sound teachers. He spoke of the university more especially. Vague ideas had prevailed as to its resources. He had found, by close examination, that they were less than generally supposed. Its resources produced only one-third as much as those of the Free Academy of New York, one-half of those of the English and Latin High School of Boston, and one-third of the annual cost of the High School of St. Louis. The people were expecting a great work without furnishing the money. Wisconsin had done little, almost nothing, for it: the General Government had given a good foundation, but the citizens of the State had much to do if they did themselves justice and made the University what it was intended to be. Mr. B. hoped to see all examinations conducted in writing, from primary to high school. He would like to see similar tests for office, as is now the case in England, in the General Government, and in the East India Company. Competitive examinations, conducted strictly and fairly, ought to be the test here. We owe a duty to the State and the community. Children of the masses must be educated. The rich must do it, the self educated must do it, if parents themselves will not do it. The address was closed with a beautiful analogy between the light-houses on our coast and the lights the teacher should keep burning."

Among the resolutions which were passed during this session, the following will be of interest to our readers: "Resolved, *That we recommend the formation of Town Teachers' Associations throughout the State, where such organizations do not exist*, — that when the qualifications are equal, and when equal services are rendered, there should be no disparity in the compensation of male and female teachers; — that we earnestly recommend the daily use of the Bible in our Public Free Schools; — that a frequent change of teachers is a serious drawback upon the efficiency of schools; — that we hail the advent of Hon. Henry Barnard among us, and pledge him our hearty co-operation in his labors on behalf of our Common

Schools; — that we recognise in the *American Journal of Education*, conducted by Dr. Barnard, a work honorable to our country, and deserving our support."

The Wisconsin *Journal of Education* has received during the past year, by cash and State subscription, \$2343, and on private subscriptions only \$153.

THE MISSOURI STATE TEACHERS' ASSOCIATION met at St. Louis, July 6th. The two reports we have seen must have been written in opposite corners. While the one speaks favorably of the proceedings, the other says that the meeting was decidedly *old-foggy*. "We had an essay on *School Government*, and a discussion on the same, which took the form of a debate. This was about all that was done the first day. The afternoon of the second day was used up in discussing what time next year the Convention should meet. St. Louis is a great city, and boasts of some of her schools; but you can beat them in the convention business." The following vote was passed by the assembly: "Resolved, *That we cordially approve the State Superintendent, Mr. Starke, in recommending a uniformity of text-books, so far as practicable, in the Common Schools of the State, as a means of benefit to the pupils and economy to the people.*"

THE NEW HAMPSHIRE TEACHERS' ASSOCIATION closed, on the 4th of August, a three days' session at Concord. David Crosby, Esq., of Nashua, was chosen President. The addresses delivered are spoken of as having been very interesting and instructive. A discussion on the pronunciation of the Greek and Latin languages developed a great diversity of views. All, however, seemed to desire *uniformity*. Though all sections of the State were represented by leading teachers, the meeting was not attended by a great number of the profession. The circulation of the New Hampshire Journal of Education is stated to be less than five hundred copies, and, of course, insufficient to defray the bare expense of the printing and the paper.

THE VERMONT STATE TEACHERS' ASSOCIATION met at Burlington, August 16th, 17th, and 18th, and went off to the great satisfaction of all who were present. The social gathering at the public rooms of the University, the valuable and highly attractive lectures delivered before large audiences, the lively and earnest discussions, the fettering of Mr. J. S. Adams, Secretary of the Board of Education, by the Vermont "School Marms," with a golden chain, and finally, the resolutions passed and remarks made in memory of Gov. Slade and Horace Mann: all these touched the various strings of the human heart, and produced beautiful concords, which will linger in the memory of all who were present.

INTELLIGENCE.

Mr. C. Goodwin Clark, formerly of New Haven, late Superintendent of the schools of Schenectady, has been elected Sub-Master in the Bigelow School, Boston. Mr. James K. Lombard of Springfield has succeeded Mr. J. V. Beane as Principal of the Salisbury Mansion School at Worcester. — Mr. F. B. Snow, formerly of Dorchester, Mass., and late of Lyons, N. Y., has been elected Principal of the Bridgham School, at Providence, R. I. — E. Gay, Jr., of Danvers, Mass., has received an appointment at Haverstraw, N. Y. — Oread Institute, Worcester, has passed into

the hands of the Rev. Dr. Pattison, formerly President of Waterville College, who will take charge of it as Principal. — Mr. Edward Stickney of Melrose, has been chosen Master of the Gibson School, Dorchester, with a salary of \$1000 per annum. — Mr. J. N. Beals of Somerville, has been elected Principal of the new High School at Newton. Salary, \$1200.

HORACE MANN died at Yellow Springs, Ohio., Aug. 2. We simply state here the sad event, expecting to receive soon an article which will set forth the peculiar merits and works of this truly great man. *Rev. Daniel Dana, D. D.*, died at Newburyport on the 26th of Aug., in the 88th year of his age. He is known not only as a fine scholar and a devout minister of the gospel, but also as one of those distinguished men who took a deep interest in our educational institutions.

BOSTON.—The last annual exhibition of the Public Schools has given general satisfaction. The Public School Festival at the Music Hall was a fine ending of the school year. The hall was finely decorated, twelve hundred scholars performed the singing, the Germanians furnished the instrumental music, and some of the children's best friends addressed the meeting. The feast which was formerly enjoyed by the medal Scholars in Faneuil Hall is given up with pleasure for the more exalted exercises of music and addresses at the Music Hall, in which a much larger number of their schoolmates and friends can participate. The success which attended the occasion, has added another guaranty of the permanency of this kind of a festival.

The corner stone of the *New York State Agricultural College* was laid on the 7th of July, by Ex-Governor King, who delivered an address on the occasion. The building will be ready for 150 pupils next spring. The thirteenth term of the *State Normal School at Albany, N. Y.*, closed on the 14th of July. The closing exercises were held in the lecture room and gave entire satisfaction to all who were present. Thirty-one students graduated. — Nine school-houses are being built in the city of St. Louis this season. Aggregate cost, \$80,000. They will afford accommodations for three thousand six hundred pupils. — A new school-house has been built in East Lexington, Mass., which was dedicated on August 26. Hon. Geo. S. Boutwell delivered the dedicatory address. — The *District School Convention* has held the proposed meeting at Taunton, and adopted an address and several resolutions. We had expected that some leading advocates of the district system would attend the meeting of the American Institute, and there explain the peculiar principles and claims of this new organization; but we have been disappointed. — The annual commencement exercises of the *State Normal Schools* in Massachusetts, took place during the last half of July. We have received interesting reports from Bridgewater and Salem, but have not space left to admit them in our present number. — Most of our readers will have read in the newspapers that two-thirds of the *State Reform School* at Westboro' were burned, the fire having been set by the boys of this school, who are now awaiting their trial. The loss is roughly estimated at \$100,000. Another attempt was made to burn the City institutions at Deer-island, Boston, which resulted in the destruction of one wing, causing damages to the amount of \$20.00.

BOOK NOTICES.

PICTORIAL EDITION. AN AMERICAN DICTIONARY OF THE ENGLISH LANGUAGE.
By NOAH WEBSTER, LL. D. Revised and Enlarged, by CHAUNCEY A. GOODRICH,
Professor in Yale College. Springfield: G. & C. MERRIAM. 1859.

It is not necessary to speak in our journal of the merits by which former editions of Webster's Dictionary have been characterised, when a copy of Webster's abridged or unabridged work is found upon every teacher's desk; nor is it our intention to compare the works of Webster with those of Walker, Worcester, and others. The results of Noah Webster's long and faithful labors have been given freely to the public, and have become the basis of still further researches and improvements made and introduced by others. The Editor of this revised edition, acting in the spirit of Noah Webster, availed himself of all the modern improvements which have been made within the last thirteen years. The present edition has peculiar and very high claims to consideration. It has retained all the good of its predecessors, and has added new and valuable improvements.

Hon. Horace Mann has said: "It is the best *defining* Dictionary in the English Language," and eminent scholars and orators, like Daniel Webster, Wm. H. Prescott, and others, have declared themselves decidedly in favor of the accuracy and extent of its definitions. Differences in regard to *pronunciation* are found and, we think, must be found in different works of this kind; because many words are pronounced differently in different parts of England and America. A dictionary is, in our opinion, only so far a standard and dictator of pronunciation as it is the reliable record of the prevailing mode of pronouncing. In this respect, Webster's works appear to us at least as good and authoritative as any we have seen. *Orthography* depends on derivation, analogy, pronunciation, and usage, and will, of course, differ according to the preference given to the one or the other of these sources. "The peculiarity of Webster's orthography is so insignificant in actual dimensions, that it bears about the same proportion to the whole work as a mosquito bears to the bulk of a man he is tormenting," says a writer who disagrees with Webster. All the differences between Webster and other authors of modern dictionaries may be brought under four heads: *a.* About fifteen words, mostly nouns, spelt in a different way, on account of etymology, analogy, precedent, or facility of pronunciation. *b.* Twenty-eight words which Webster spells with one *l*, while others use two *l*'s. Webster's rule rests on analogy, and reads thus: "Primitives ending with a single consonant, preceded by a single vowel, and accented on the last syllable, double the final consonant, as *control*, *controller*, *refer*, *referring*; when not accented on the last syllable, they do not double the final consonant, as *bevel*, *beveling*, *worship*, *worshipping*. This rule was advocated by Lowth, Ash, Perry, and Walker, and Worcester says: "This form (*beveling*, *benefiting*, etc.) only wants the sanction of prevailing usage to render it the preferable orthography." *c.* About ten words which are spelt by Webster with *ll*, while others use but one *l*. Webster's rule is the analogy of the language, that primitives ending with a double consonant retain both, when in composition the accent falls upon that syllable, as *illness*, *stillness*, *smallness*, *stiffness*, etc. Walker says: "There is no reason why we should not write *dullness*, *fullness*, *skillfull*, *willfull*, as well as *illness*, *stiffness*, *gruffness*, *cross-*

ness, unless we are determined to have no rule in our orthography, good or bad." *d.* Several hundred words which have been taken from the French, and which originally terminate with *re*, are generally now spelled with *er*. About twenty of these, which hitherto were regarded by some as exceptions to this rule, have been made by Webster to conform to it, for instance: meager, saber, theater, etc. It will thus be seen that out of the more than one hundred thousand words of the English language, only about one hundred are spelled in a different way by Webster. These alterations appear to us not only reasonable, but also popular, when we are told that ten million school books are annually published in the United States, compiled by authors who recognise Webster as their standard of orthography.

This new edition of Webster's Dictionary has also been considerably improved. These improvements consist in:

1. Fifteen hundred Pictorial Illustrations. No experienced parent, teacher, or workman, can fail to recognise the great value of cuts or drawings in describing objects or explaining principles hitherto unknown to the pupil. The illustrations are, on the whole, well chosen; though in some cases limited to the smallest space, for instance: Music; while Coats of Arms, Heraldry or Mythology, have been allowed a very liberal share. These illustrations do not claim originality. They are representations of abstract ideas or concrete things already in existence, and are found, or may be found in other books. Too high praise cannot be bestowed on the execution of these woodcuts. To present these cuts all by themselves is an advantage, because they could thus be printed on better paper, and be easier and to greater advantage classified under distinct heads. On the other hand there is a disadvantage to the reader in being obliged to find the verbal explanation in one place, and the pictorial illustration in another. We should be decidedly in favor of the plan adopted for this work, if each article which is connected with a cut were marked not only by a star, but also with the number of the page on which the woodcut is to be found. The present arrangement makes the reference from the illustration to the text easy, but it makes that from the text to the illustration somewhat difficult.

2. A Table of Synonyms, by Prof. Goodrich, occupying seventy quarto pages, and containing over 2000 words, the meaning and use of which are shown more clearly and minutely than in any other work with which we are acquainted. This list has been brought up to the standard of the present day, and is the result of decided talent, great learning, patient and extended research, and a nice discrimination. We cannot refrain from inserting at least one article:

"TO BESEECH, ENTREAT, SOLICIT, IMPORE, SUPPLICATE. These words agree in marking that sense of want which leads men to beg some favor.

To *solicit*, (from *sollicito*, to stir up) is to make a request with some degree of earnestness and repetition, of one whom we address as a superior. To *entreat*, (from *in* and *tracto*, to treat with) implies greater urgency, usually enforced by adducing reasons or arguments. To *beseech*, (from Sax. *gesecan*, to seek earnestly) is still stronger, and belongs rather to the language of poetry and imagination. To *implore*, (from *im* and *ploro*, to cry out) denotes increased fervor of entreaty, as addressed either to equals or superiors. To *supplicate*, from *sub* and *plico*, to bend down or prostrate one's self) expresses the extreme of entreaty, and usually implies a state of deep humiliation; thus, a captive *supplicates* a conqueror to spare his life.

Men *solicit* by virtue of their interest with another; they *entreat* in the use of reasoning and strong representations; they *beseech* with importunate earnestness; they *implore* from a sense of overwhelming distress; they *supplicate* with a feeling of the most absolute inferiority and dependence."

3. The admission of new words was a necessity. We would certainly admit words which have been adopted from other languages, or formed from English roots to meet existing wants in the sphere of art, science, or trade. If, however, the increase of words should go on for the next hundred years at the rate of seven hundred a year, as it apparently has been the case since Dr. Webster's Unabridged edition was published, our language will become a burden almost too great to be apprehended by any but especial scholars in philology. No unimportant and arbitrary compounds have been admitted in the appendix of this edition.

4. A Pronouncing Vocabulary of proper names of distinguished individuals of modern times will be found very useful. The correct pronunciation of more than eight thousand names is given. Another acceptable addition to the work is a translation into English of words and phrases, proverbs and colloquial expressions from the Latin, French, Italian, and Spanish, which frequently occur in English books, periodicals, and in conversation. This translation is followed by the Mottoes of the United States, by a very full list of Abbreviations explained, and by another of the names of principal persons in the Bible, with their original signification. Two pages are devoted to the explanation of arbitrary signs, and two more to the explanation of obsolete words and terms used in the common English translation of the Bible.

That a volume like this, of 1750 quarto pages, handsomely got up, profusely illustrated, alike substantial and attractive, and embodying an amount of literary labor found in few other works, can be purchased as this is, at only six dollars, is one of the marvels of modern skill and enterprise.

THE FIRST LINES OF ENGLISH GRAMMAR, designed for Young Learners. By GOOLD BROWN. New Stereotype Edition, carefully revised by the Authors. New York: SAMUEL S. and WILLIAM WOOD. 1859.

THE INSTITUTES OF ENGLISH GRAMMAR METHODICALLY ARRANGED. Designed for the use of Schools, Academies, and Private Learners. By GOOLD BROWN, Principal of an English and Classical Academy, New York. New Stereotype Edition, carefully revised by the Author. New York: SAMUEL S. and WILLIAM WOOD. 1859.

THE GRAMMAR OF ENGLISH GRAMMARS; with an Introduction, Historical and Critical; the whole methodically arranged and amply illustrated: with Forms of Correcting and of Parsing, Improperities for Correction, Examples for Parsing, Questions for Examination, Exercises for Writing, Observations for the advanced Student, Decisions and Proofs for the settlement of disputed points, Occasional Strictures and Defences, an Exhibition of the several Methods of Analysis, and a Key to the Oral Exercises: to which are added four Appendixes, pertaining separately to the four parts of Grammar. By GOOLD BROWN. Fourth edition, revised and improved. New York: Published by SAMUEL S. and WILLIAM WOOD, 389 Broadway. 1859.

We are glad to see that the demand for each of these books has called forth a new stereotype edition, which has been carefully revised by the author. The scholarship of Goold Brown will not be questioned by any one who has ever examined or studied his works, or who knows how many years he has devoted to the study of language. Up to 1854 he had carefully perused more than two hundred English grammars; and since that time, more than a hundred others have been examined. The standard of grammatical purity, chosen by the author, is present, reputable and general use, equally opposed to fantastic innovations, and

to a pertinacious adherence to quaint peculiarities of the past. Believing our present theories capable of explaining the principles of our language, and of affording great facilities to the student, the author has contented himself with attempting little more than an improved method of inculcating them. The true principles of the English language are stated in a simple and perspicuous style, adapted to the capacity of the student, well arranged, and illustrated by appropriate examples and numerous exercises. The pupil is required to speak or write a great deal, while the teacher is expected to give the necessary explanation, and make the needed corrections. "The only successful method of teaching grammar, is, to cause the principle definitions and rules to be committed thoroughly to memory, that they may ever afterwards be readily applied. Oral instruction may smooth the way, and facilitate the labor of the learner; but the notion of communicating a competent knowledge of grammar without imposing this task, is disproved by universal experience; nor will it avail anything for the student to rehearse definitions and rules, of which he makes no practical application." Our Journal has already given due notice of the "Grammar of English Grammars," in one of the former volumes. We refer our readers to the advertisement of S. S. & W. Wood in the August number, and would simply say in conclusion, that this fourth edition is an improvement over its former issues.

THE NATIONAL ELEMENTARY SPELLER. A Critical Work on Pronunciation. By J. MADISON WATSON. New York: A. S. BARNES & BURR. 1859.

A book which deserves a wide circulation. Its plan is well laid, the exercises are practical, variegated, progressively arranged, and all that is needed is presented in the comparatively small space of 160 pages. The author has been guided by the facts that the most expeditious mode of learning spelling is by the *eye*; that the definitions and the use of words, as well as their orthography, are soonest acquired by frequently writing exercises from dictation; that, by a thorough classification, the spelling and pronunciation of extended lists of words may be learned with nearly the same facility as of separate ones; and that Orthoepey and Orthography should be simultaneously taught. Much attention has been given to the sounds of the letters, and throughout the book the orthoepeical exercises have been printed with all the silent letters in *Italics*. Some terms, used in this book, are taken from foreign languages. They may be perfectly intelligible to a learned adult, but are certainly not so to a child eight years old; and we think that substitutes of Anglo-Saxon origin might have been found for "Tonics, Subtonics, Atonics, Diphthong, Diagraph, Triphthong, Cognates."

THE SCIENCE OF EDUCATION AND ART OF TEACHING. In two parts. By JOHN OGDEN, A. M. Cincinnati: MOORE, WILSTACH, KEYS, & Co. 1859.

This book contains in a single volume a great deal of valuable material. The whole subject of human culture is laid before the reader, and treated in simple yet comprehensive language. The ideas presented do not claim originality, but the plan of arranging them is new. Each of the thirteen chapters of the work is preceded by a Synopsis, which, by its logical order, enables the student at once to glance at the contents, and see the connection with the preceding pages. The error of discussing at great length general theories, or special methods and plans, has been avoided. The author hopes that by a careful study of the principles, each

teacher and parent may be able rather to build up his own system, and exercise his own judgment in the special application of them, than to adopt, entirely, the measures of another. "David," he says, "could not fight in Saul's armor. The teacher must, with the same originality, and the same kind of dependence that characterized this great warrior, choose his own instruments. The thoughts and feelings he brings forth must be coined in his own mint, though the ore may be brought from a foreign mine. He must warm and invigorate with his own, not with a borrowed heat, or he becomes the mere reflector of the rays of some superior orb." The author has based his work on three propositions. 1 "*There is no necessary antagonism existing between the educational capacities and their appropriate forces or supplies judiciously administered — except that induced by disease or disordered growth.*" 2 *All true modes of education proceed in exact harmony with the nature, design, and growth of man's faculties, intellectual, physical, and moral.* 3 *God has not only made it possible for us to understand the true modes of education, but he has made it necessary, and absolutely imperative. He requires this at our hands.*" The first chapter contains introductory remarks; the second speaks of the educational capacities or susceptibilities of man; the third of the nature and characteristics of the educational forces or instrumentalities employed in his education; the fourth, of the processes or modes of applying these forces to produce the required results; and the fifth, sixth, and seventh, of physical, intellectual, and moral (including religious) education. The six chapters which constitute the second part of the volume, treat of school room duties and exercises; of study, recitation, school business, recreation, and government. We close these remarks with the sincere wish that many parents and teachers may be induced to study this excellent work.

SANDER'S ANALYSIS OF ENGLISH WORDS. Designed for the Higher Classes in Schools and Academies. By CHARLES W. SANDERS, A. M. New York: IIVSON & PHINNEY. 1859.

This production of the well known author claims especial favor on account of its greater simplicity, comprehensiveness, and facility of use in the hands of the pupil. We think these claims are well founded, and hope that many students will be benefited by choosing this book for their guide in English Analysis.

THE NATIONAL ORATOR. A Selection of Pieces for the use of Young Students in Schools and Academies. By CHARLES NORTHEED, A. M. New York: A. S. BARNES & BURR. 1859.

Collections of this kind, after having been used for some years in a school, are to be superseded by others, in order to bring some novelty and variety into the elocutionary exercises. Most of the pieces in the book before us are taken from the works of American authors, and some of them have not been published extensively before. The selection is made with circumspection and good taste, and will prove to be of much interest to the scholars.

THE PROGRESSIVE PRACTICAL ARITHMETIC. Containing the Theory of Numbers, in connection with Concise, Analytic, and Synthetic Methods of Solution, and designed as a complete Text-book on this Science for Common Schools and Academies. By HORATIO N. ROBINSON, LL. D. New York: IIVSON & PHINNEY; Boston: BROWN, TAGGARD, & CHASE.

This book is the fourth of H. N. R.'s series, and contains a full statement of

arithmetical truths, with which scholars of common schools and academies are expected to become acquainted. Opinions differ widely with regard to the necessity of the publication of so many new Arithmetics. The elements of this science are now so firmly established, that little space seems to be left for improvement or new discoveries. The recommending features of new kindred works are therefore to be expected, not from the novelty of the matter, but from the method in which this science is presented. Each author discovers "a hole in the sleeve," and straightway writes a book to correct the defect; while teachers often are embarrassed in making their choice, by believing that these various books differ essentially. The success of a school depends more on the living teacher than on the lifeless book; and though a dull teacher occasionally may be warmed up by a well written treatise, it will occur much more frequently that a dull book is used to great advantage under the direction of a live teacher. Robinson's Arithmetic compares well with similar recent publications of other authors; his series of Mathematics would have been defective without this book. The mechanical and typographical style of the work is excellent, and the arrangements of the subjects, as well as the clearness and brevity of the definitions and rules, show the hand of a master.

A MANUAL OF ELEMENTARY CHEMISTRY. Theoretical and Practical. By GEORGE TOWNES, F. R. S., late Professor of Practical Chemistry in the University College, London. Edited by Robert Bridge, M. D., Professor of Chemistry in the Philadelphia College of Pharmacy. Philadelphia: BLANCHARD & LEE. 1859.

The acknowledged scholarship of the late Professor Townes, entitles the reader to expect much of a work which has been published and repeatedly reprinted in London and Philadelphia. Neither does this book disappoint the scholar or student. This new American edition is a reprint of the seventh London edition, which latter has been enlarged, re-arranged, corrected, and revised throughout in 1858. The American Editor has made valuable additions and has introduced a number of illustrations. We have examined the book with a great deal of interest and give it our unqualified approbation.

C. JULIUS CESAR'S COMMENTARIES ON THE GALLIC WAR: elucidated by English Notes, Critical and Explanatory, and illustrated by Maps, Plans of the Battles, Views, and a Lexicon of all the words contained in the Text. By N. C. BROOKS, A. M., President of the Baltimore Female College. New York: A. S. BARNES & BURR. 1859.

This first edition of the work is dedicated to "Lieut. General Winfield Scott, the greatest Commander of the present age." These notes will afford a welcome assistance to many a student, and be read with pleasure by those who, "in former years," have studied Latin. The illustrations will be welcomed by all, and the Latin-English Lexicon, occupying 110 pages, do much to shorten and facilitate the student's task.

WARREN'S PRIMARY GEOGRAPHY. Illustrated by numerous Maps and Engravings. By D. M. Warren. Philadelphia: H. Cowperthwait & Co. 1859.

THE COMMON SCHOOL GEOGRAPHY. An Elementary Treatise on Mathematical, Physical, and Political Geography. Illustrated by many Copperplate and Electrotyped Maps, and embellished with numerous fine Engravings. The whole prepared under the direction of D. M. Warren. The Maps by James H. Young. Philadelphia: H. Cowperthwait & Co. 1858.

A SYSTEM OF PHYSICAL GEOGRAPHY. Containing a Description of the Natural Features of the Land and Water, the Phenomena of the Atmosphere, and the Distribution of Vegetable and Animal Life; to which is added a Treatise on the Physical Geography of the United States. The whole embellished by numerous Engravings, and illustrated by twenty Copperplate and Electrotyped Maps and Charts. By D. M. Warren. Revised Edition. Philadelphia: H. Cowperthwait & Co. 1859.

Sometimes we cannot help envying the pupils of our present schools. We remember well the patience-trying half-hours, during which our teacher dealt out his doses of meaningless geographical names, and the childish efforts which we made to understand how the rivers of the Northern part of Germany could flow upward. Now, the scholar is enabled by his books, to get pretty correct ideas, even if a teacher should have his short-comings. Geography is taught in our Public Schools as universally as Religion forms a standard branch of instruction in the schools of Europe. The Germans and English have valuable and expensive maps for the use of learned men; but the Americans have School-Geographies, which leave similar publications of all other nations far in the rear. Warren's Geographies rank among the best of this class. Author and Publisher seem to have been rivals in the efforts to produce excellent books.

PESTALOZZI AND PESTALOZZIANISM. Life, Educational Principles, and Methods, of John Henry Pestalozzi; with Biographical Sketches of several of his Assistants and Disciples. Edited by HENRY BARNARD, L.L. D., Chancellor of the University of Wisconsin. New York; Published by F. C. BROWNELL, 12 Appleton's Building.

The publication of this handsome volume will be hailed with joy by every true American teacher and educator. How few among us know what Pestalozzi actually did for the cause of education! How few know with what self-sacrificing devotion he gave himself wholly to the interests of humanity! The American teacher has now for the first time placed within his reach a full and faithful memoir of the experiments, struggles, trials, failures, and triumphs of the great Swiss Educator, together with a judicious selection from the most characteristic and important of his writings. We cannot but regard this work as indispensable to the teacher who is not content to remain ignorant of the literature of his profession. [See advertisement.]

BOOKS RECEIVED:—Annual *Report of the School Committee* of the City of Boston, 1858. — The *College Journal of Medical Science*, published at Cincinnati by an able board of editors, is an excellent publication. It is published monthly, and sent to subscribers for one dollar a year, in advance. — *The Pulpit and Rostrum*. No. 6. Tribute to the Memory of Humboldt. Addresses by J. P. Thompson, Prof. Lieber, Prof. Bache, Prof. Guyot, Hon. Geo. Bancroft, Prof. Agassiz. New York: Published by H. H. Lloyd. — *The Southern Teacher: a Journal of School and Home Education*. Edited by W. S. Barton. Vol. 1, No. 1. July, 1859. Montgomery, Ala. \$1.00 per year, invariably in advance. This bi-monthly journal promises to be a very valuable publication. Its first number contains a fine plate, several interesting original articles, and a very promising salutation by the editor. With a subscription of ten thousand he pledges himself to make it a monthly, without diminishing its size or raising the price. — *The Fireside Monthly*. W. W. Hall, Editor. July, 1859. New York: H. B. Price. — *A Journal of*

Education, and of Science, Art, Language, and Literature. Edited by A. Curtis, A. M., M. D. Cincinnati, O. Vol. 1, No. 2. — *The Williams Quarterly.* June, 1859. Williamstown: Published by the Students of Williams College. — An Act for the Organization, Supervision, and Maintenance of Common Schools in the Territory of Kansas. 1859. — *The American Journal of Science and Arts* for July. Conducted by Professors Silliman and Dana of New Haven, Gray and Agassiz of Cambridge, and Gibbs of New York. — *The Iowa School Journal*: a Paper for the People, devoted to the spread of useful knowledge. Andrew J. Stevens, Editor. Des Moines: N. M. Miles & Co. \$1.00 per annum. This journal begins in a very promising way. We wish the people of Iowa would support it. Former attempts to establish a school journal resulted in a failure.

THE friends of the late Horace Mann will be glad to learn, from an advertisement in our columns, that a portrait of this distinguished educator has been published, which for its truthfulness and fine execution deserves to be noticed.

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